



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5757 W. McDowell Rd., Phoenix, AZ 85035

OMEGA SCHOOLS d.b.a. Omega Academy, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Miss Carmen Michelle Gulley  
Schedule : 07:30 AM to 04:30 PM  
Grades : 5-8  
Web Address : omegak12.com  
Phone Number : (602) 269-1007  
Fax Number : (602) 269-1073  
E-mail : cgulley@omegak12.com

### Mission

All students are encouraged to pursue a 90 percent mastery level. At our school character development is as important as academy success. By using learning center instruction and technology, we realize our vision of 'Rekindling the Joy of Learning and Work.'

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Not Met  
2003-04 N/A

#### School Improvement Status (b)

2005-06 SI Year 1  
2004-05 Warning Year  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students will close the achievement gaps in mathematics, reading, and language arts.
- ü Students will pursue a 90% mastery level for Language Arts Standards set for both Arizona and National Instructional Standards.
- ü All students will become technology proficient by the year 2010.

### Enrollment

October 1, 2005 School Year Student Enrollment : 106  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 86

## Instructional Programs

- ü Inclusion Model of Special Education
- ü College Prep Track/Internships
- ü Learning Center Approach to Instruction
- ü Instruction Based on AZ /Natl. Standards
- ü Technology In The Classroom/ Tech Room
- ü After School Program/Tutoring
- ü Extended Week/Year Programs

## Calendar Information

Number of Instruction Days :	155
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	5/31/2006

## Shared Responsibilities

### School

Sturgeon Middle School was formed on the premise that children can achieve untold heights if they are provided with a quality education and the opportunity to learn in a nurturing, non-threatening and violence-free environment.

### Parents

Sturgeon Middle School encourages parents to be involved in their child's education. They are required to attend orientation meetings and offered the opportunity to frequently interact with the teaching staff. They are required to attend a minimum of 3 out of 9 pre scheduled parent-teacher-student conferences which are held the last Thursday of every month. Parents are also required to purchase a uniform for each child in attendance.

## Transportation Policy

Omega Schools continues to provide bus transportation, however a pre-determined route has been established for the remainder of the year based upon parent requests that were submitted at the end of last year and beginning of this year. New pick up and drop off locations are added according to the existing route, which will continue to be modified throughout the year as needed.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Awards for Outstanding Employees	2001
ü Federal Grant - 21st Century	2006
ü Private Donations	2004
ü Awards for Academic Scholarships for Graduates	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	38	79306	100	97	99	460	464	504	29	21	13	33	37	20	38	42	49	NA	NA	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	21	38845	100	100	99	468	467	505	27	19	11	18	33	20	55	48	50	NA	NA	18
Male	10	17	40383	100	94	98	NA	459	504	NA	24	14	NA	41	19	NA	35	47	NA	NA	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	19	24	32673	100	100	99	460	466	487	26	21	18	37	29	25	37	50	46	NA	NA	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	--	NC	36234	--	NC	99	--	NC	523	--	NC	6	--	NC	13	--	NC	52	--	NC	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	19	34	69020	100	100	100	459	464	510	26	21	9	37	35	18	37	44	52	NA	NA	21
Limited English Proficient Students	11	14	10291	100	100	96	456	459	458	27	29	38	55	43	34	18	29	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	20	37	37437	100	100	97	459	463	486	30	22	19	30	35	26	40	43	46	NA	NA	9
Non-Economically Disadvantaged	NC	NC	41869	NC	NC	100	NC	NC	521	NC	NC	7	NC	NC	14	NC	NC	51	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	38	79000	100	97	98	466	474	489	5	8	10	38	32	24	57	55	58	NA	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	21	38774	100	100	99	474	482	494	9	10	7	18	24	22	73	57	61	NA	10	10
Male	10	17	40150	100	94	98	NA	465	485	NA	6	12	NA	41	25	NA	53	55	NA	NA	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	19	24	32508	100	100	98	466	471	472	5	4	15	37	33	33	58	63	49	NA	NA	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	--	NC	36135	--	NC	98	--	NC	508	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	19	34	69009	100	100	100	466	476	495	5	9	6	37	29	22	58	56	62	NA	6	10
Limited English Proficient Students	11	14	10199	100	100	95	459	459	439	9	14	35	45	36	47	45	50	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	20	37	37234	100	100	97	464	474	472	5	8	15	40	32	33	55	54	50	NA	5	3
Non-Economically Disadvantaged	NC	NC	41766	NC	NC	99	NC	NC	505	NC	NC	5	NC	NC	16	NC	NC	65	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	39	79611	100	100	99	415	435	496	29	23	7	57	56	37	14	21	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	21	39016	100	100	99	439	470	511	18	10	4	55	57	29	27	33	66	NA	NA	1
Male	10	18	40519	100	100	98	NA	393	482	NA	39	10	NA	56	44	NA	6	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	19	24	32855	100	100	99	421	428	481	26	25	10	58	54	43	16	21	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	--	NC	36380	--	NC	99	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	19	34	68947	100	100	100	412	437	504	32	24	4	53	53	34	16	24	61	NA	NA	1
Limited English Proficient Students	11	14	10362	100	100	97	398	421	438	36	29	22	55	57	57	9	14	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	20	37	37626	100	100	98	423	444	479	25	19	10	60	59	45	15	22	45	NA	NA	0
Non-Economically Disadvantaged	NC	NC	41985	NC	NC	100	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	42	79327	100	100	98	476	483	518	27	26	19	42	31	20	31	40	46	NA	2	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	24	38961	100	100	98	480	489	520	21	17	16	50	38	20	29	46	48	NA	NA	16
Male	12	18	40295	100	100	97	473	476	516	33	39	21	33	22	19	33	33	44	NA	6	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	18	24	32327	100	100	98	474	473	499	33	38	27	39	33	25	28	29	41	NA	NA	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	NC	12	36373	NC	100	98	NC	508	538	NC	8	10	NC	8	14	NC	75	52	NC	8	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	22	37	70006	100	100	100	483	489	524	18	19	14	50	35	19	32	43	49	NA	3	18
Limited English Proficient Students	NC	13	9431	NC	93	95	NC	464	466	NC	46	53	NC	31	27	NC	23	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	22	34	37097	92	94	97	475	482	498	27	26	27	45	35	25	27	35	41	NA	3	7
Non-Economically Disadvantaged	NC	NC	42230	NC	NC	99	NC	NC	535	NC	NC	11	NC	NC	15	NC	NC	50	NC	NC	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	42	79501	100	100	98	482	490	497	12	10	10	31	33	25	58	52	60	NA	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	24	39062	100	100	99	487	504	502	7	4	8	21	21	23	71	67	64	NA	8	5
Male	12	18	40368	100	100	98	476	471	491	17	17	13	42	50	27	42	33	57	NA	NA	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	18	24	32389	100	100	98	476	472	478	11	13	16	33	38	34	56	50	48	NA	NA	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	NC	12	36446	NC	100	99	NC	527	516	NC	8	4	NC	17	15	NC	58	73	NC	17	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	22	37	70090	100	100	100	487	495	502	NA	3	7	36	35	24	64	57	65	NA	5	5
Limited English Proficient Students	NC	13	9401	NC	93	94	NC	463	443	NC	8	40	NC	62	46	NC	31	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	22	34	37183	92	94	97	480	491	479	9	9	16	32	32	34	59	53	49	NA	6	1
Non-Economically Disadvantaged	NC	NC	42318	NC	NC	99	NC	NC	513	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	41	80000	96	98	99	527	537	564	4	5	3	20	12	11	76	80	75	NA	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	24	39288	100	100	99	549	560	579	NA	NA	2	7	4	6	93	92	77	NA	4	16
Male	11	17	40644	92	94	98	498	504	549	9	12	4	36	24	15	55	65	74	NA	NA	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	18	24	32672	100	100	99	523	519	548	6	8	4	17	13	14	78	79	76	NA	NA	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	NC	11	36602	NC	92	99	NC	564	579	NC	NA	2	NC	18	7	NC	73	75	NC	9	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	22	37	70081	100	100	100	533	541	571	5	5	2	14	8	7	82	84	79	NA	3	12
Limited English Proficient Students	NC	13	9571	NC	93	96	NC	492	502	NC	15	10	NC	23	29	NC	62	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	22	34	37534	92	94	98	524	541	547	5	3	4	23	15	15	73	79	76	NA	3	5
Non-Economically Disadvantaged	NC	NC	42466	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	36	78546	92	97	97	497	501	543	42	39	15	33	31	18	25	31	52	NA	NA	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	13	38645	NC	93	98	NC	497	545	NC	38	13	NC	46	18	NC	15	54	NC	NA	15
Male	15	23	39792	94	100	97	497	503	542	40	39	17	33	22	17	27	39	50	NA	NA	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	19	26	31177	90	93	97	495	499	524	47	42	22	26	27	23	26	31	48	NA	NA	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	23	35	70453	92	97	100	499	502	549	39	37	11	35	31	17	26	31	56	NA	NA	16
Limited English Proficient Students	12	15	9323	92	94	94	477	477	491	58	60	47	33	33	28	8	7	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	20	26	34694	83	87	96	493	496	524	45	42	23	35	35	23	20	23	48	NA	NA	7
Non-Economically Disadvantaged	NC	10	43852	NC	100	99	NC	NA	559	NC	NA	10	NC	NA	13	NC	NA	56	NC	NA	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	37	79045	96	100	98	476	479	512	20	16	10	52	51	25	28	30	58	NA	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	14	38860	100	100	98	NA	485	519	NA	14	7	NA	50	22	NA	36	62	NA	NA	8
Male	15	23	40075	94	100	97	465	475	505	27	17	12	53	52	28	20	26	54	NA	4	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	20	27	31314	95	96	98	475	474	493	25	22	16	45	48	34	30	30	48	NA	NA	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	24	36	70493	96	100	100	478	481	517	17	14	7	54	53	24	29	31	62	NA	3	8
Limited English Proficient Students	13	16	9355	100	100	95	459	456	456	31	31	37	54	56	48	15	13	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	21	27	34922	88	90	96	471	474	493	24	19	15	52	56	34	24	26	48	NA	NA	3
Non-Economically Disadvantaged	NC	10	44123	NC	100	99	NC	NA	527	NC	NA	6	NC	NA	18	NC	NA	66	NC	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	39	79657	100	100	99	540	547	566	NA	NA	3	15	10	8	85	90	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	14	39120	100	100	99	NA	552	580	NA	NA	2	NA	7	4	NA	93	92	NA	NA	2
Male	16	25	40423	100	100	98	534	544	553	NA	NA	5	19	12	12	81	88	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	21	28	31642	100	100	99	542	547	552	NA	NA	5	14	11	11	86	89	84	NA	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	25	38	70588	100	100	100	542	548	573	NA	NA	2	16	11	5	84	89	91	NA	NA	1
Limited English Proficient Students	13	16	9521	100	100	96	539	542	507	NA	NA	13	23	19	24	77	81	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	22	28	35341	92	93	97	543	547	551	NA	NA	5	18	14	12	82	86	83	NA	NA	0
Non-Economically Disadvantaged	NC	11	44316	NC	100	100	NC	547	578	NC	NA	2	NC	NA	5	NC	100	90	NC	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	49	78400	100	100	97	507	509	554	53	51	21	26	27	19	21	22	47	NA	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	28	38686	100	100	98	512	511	554	45	50	20	40	32	20	15	18	49	NA	NA	12
Male	14	21	39636	100	100	96	500	507	554	64	52	23	7	19	18	29	29	46	NA	NA	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	25	32	30732	100	100	97	509	507	534	52	53	31	24	25	24	24	22	40	NA	NA	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	NC	NC	37038	NC	NC	97	NC	NC	575	NC	NC	11	NC	NC	14	NC	NC	56	NC	NC	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	32	47	70560	100	100	99	509	511	560	50	49	17	28	28	19	22	23	50	NA	NA	14
Limited English Proficient Students	15	18	8956	100	100	95	502	499	502	67	72	56	7	6	25	27	22	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	26	38	33014	90	93	95	503	505	534	58	55	31	19	21	24	23	24	40	NA	NA	5
Non-Economically Disadvantaged	NC	11	45386	NC	100	99	NC	523	569	NC	36	15	NC	45	15	NC	18	52	NC	NA	18

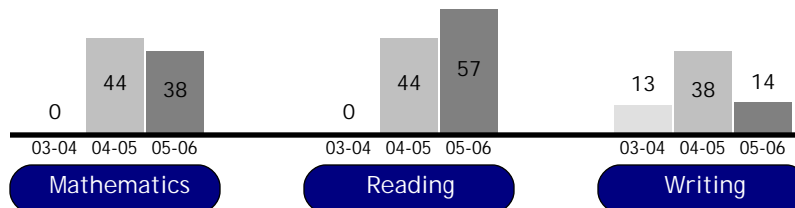
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	49	79179	100	100	98	505	500	519	12	14	11	32	39	27	56	45	58	NA	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	28	38974	100	100	99	517	510	524	10	14	8	25	32	25	65	50	61	NA	4	5
Male	14	21	40124	100	100	97	488	488	513	14	14	13	43	48	28	43	38	54	NA	NA	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	25	32	30987	100	100	98	502	492	498	12	19	17	36	38	36	52	44	45	NA	NA	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	NC	NC	37467	NC	NC	98	NC	NC	539	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	32	47	70612	100	100	99	505	501	524	13	15	7	31	38	25	56	45	62	NA	2	5
Limited English Proficient Students	15	18	9013	100	100	95	487	479	461	20	28	40	40	39	48	40	33	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	26	38	33345	90	93	96	502	497	499	8	13	17	42	45	36	50	39	46	NA	3	1
Non-Economically Disadvantaged	NC	11	45834	NC	100	99	NC	513	533	NC	18	7	NC	18	19	NC	64	67	NC	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	48	79734	100	98	99	541	539	554	3	2	3	26	31	19	71	67	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	28	39243	100	100	99	564	555	568	NA	NA	2	10	21	12	90	79	85	NA	NA	1
Male	14	20	40413	100	95	98	508	516	541	7	5	4	50	45	26	43	50	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	25	32	31254	100	100	99	531	523	539	4	3	5	32	41	25	64	56	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	NC	NC	37668	NC	NC	99	NC	NC	569	NC	NC	1	NC	NC	13	NC	NC	85	NC	NC	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	32	46	70791	100	98	100	541	539	561	3	2	2	25	30	15	72	67	83	NA	NA	0
Limited English Proficient Students	15	18	9138	100	100	97	506	496	492	7	6	13	47	56	46	47	39	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	26	37	33718	90	90	97	539	536	538	4	3	5	27	32	26	69	65	69	NA	NA	0
Non-Economically Disadvantaged	NC	11	46016	NC	100	100	NC	548	567	NC	NA	2	NC	27	14	NC	73	84	NC	NA	1

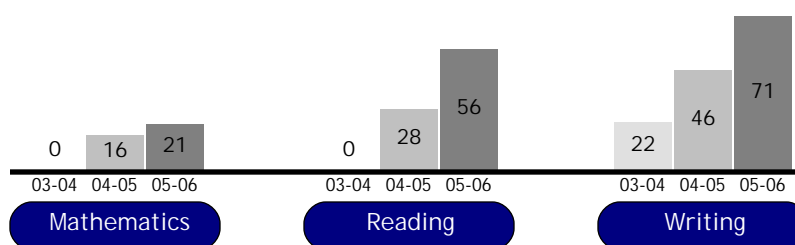
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	72	17	NA	55	94	36	41	50	100	39	43	56
	Language	72	14	17	49	94	37	40	50	100	30	35	54
	Mathematics	72	16	23	63	94	36	39	49	100	25	32	52
6	Reading	76	19	NA	56	96	28	37	51	100	39	52	56
	Language	68	16	15	48	96	24	33	47	100	34	44	50
	Mathematics	76	30	34	66	100	29	34	52	100	25	39	58
7	Reading	80	26	NA	54	100	32	32	50	100	25	30	54
	Language	77	20	25	58	100	34	33	52	100	30	34	58
	Mathematics	77	28	27	62	97	31	29	50	100	17	18	54
8	Reading	90	16	NA	55	100	30	34	51	100	43	41	58
	Language	90	9	13	52	100	34	39	50	100	46	43	56
	Mathematics	90	21	27	61	100	27	31	53	100	34	34	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# S. Sturgeon Middle School

## School Site Council

### Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

### Council Duties

- Ü Fund Raising/Activities
- Ü Community Partnerships
- Ü Parent/Educator Relations
- Ü Transportation
- Ü Policy /Promotion/Retention
- Ü School Improvement

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.50	Teacher	5.50
Other Professional Staff	.50	Teacher Aide	.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	1	0	0	0
10 or more years	1	1	2	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	14%

## Resources Available at School Site

### Special Facilities

- Ü Computer Labs for 5-8 Grades
- Ü Buildings are Handicap Accessible
- Ü Playground/Play Field
- Ü Responsibility Room/Resource Room

### Extracurricular Activities

- Ü Field Trips/PE/Vocal Music
- Ü After School Programs (5-8) w/trips
- Ü After school /Summer Tutoring w/trips
- Ü Parent Workshops
- Ü Parent ESL Classes
- Ü Prevention Classes
- Ü Community Meetings and Workshops

### Social Services

- Ü Counseling Services for Truant Families
- Ü After School Leadership Programs
- Ü Parent Referral Services
- Ü Community Parent Task Force
- Ü Preschool (3-5 years) and Daycare
- Ü Parent ESL Classes
- Ü Kindergarten Whole Day Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The community and parents donate time through volunteer hours on-site, by assisting with 5-8th grade classrooms. Parents and students are awarded participation hours for attendance, positive behavior and grades.
- ü The staff participates in district/state trainings up to 200+ hours per year-Character Ed, PATH 4 YOU, Special Ed, Intel Teach For The Future, School Improvement, Researched Based Summer School, Raising Achievement in Math & Reading and Ethics.
- ü S. Sturgeon Middle School has a high level of parent/community involvement through activities as the community fair (35 business partners participated), foster grandparent program, America Reads/America Counts w/ ASU & GCC colleges.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	90	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Omega's Board of Directors has a 'Drug-Free Campus' policy prohibiting the use or sale of tobacco, drugs or alcohol on or around school grounds. The school also has policy concerning harassment. A disciplinary committee consistently screens all non-compliant students who are currently enrolled as well as all in-coming students as needed. All visitors must sign in and receive a pass as they enter the campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Beatrice Saeed	(602) 269-1007
Transportation Policy	Edwina Glick	(602) 938-2092
Community Resources	Jolene LeFlore	(602) 938-2092
School Nutrition Programs	Lorraine Valenzuela	(602) 269-1007
Parent Organization	Rosa Alderete	(602) 269-1007
Student Health/Nurse	Joyce White	(602) 269-1007

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.